

# Your New Campus At Home—By Extension



Mississippi Southern College

Division of Extension  
and Correspondence

1951—1952

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## EXTENSION DIVISION

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## EXTENSION OFFERINGS

The offerings of the Division of Extension are of three general types as follows:

A. Extension work by class instruction in college courses where the teacher meets the classes at some study center provided by the class.

B. Extension work by correspondence in college courses where the student works out written assignments which are sent by mail to the Correspondence Department. These assignments are graded by the instructor handling the course, and the grades are recorded in the Correspondence Department.

C. Extension work by correspondence in high school subjects where a high school student works out assignments which are sent by mail to the Correspondence Department. These assignments are graded by an instructor in the Demonstration High School or Mississippi Southern College. The grades are recorded in some high school in Mississippi by consent of the high school superintendent of that school.

The work of the Extension Division is organized to conform to the regulations of the Southern Association of Colleges and Secondary Schools and the regulations of the National Teachers College Association for Extension and Field Service.

## EXTENSION CLASS STUDY

1. Mississippi Southern College is anxious to serve the teachers of Mississippi through the extension classes and workshops. Arrangements have been made to offer by extension any course included in the regular college catalogue on condition that satisfactory library and laboratory facilities are available. In the Departments of Health, English, Education, Psychology, Geography, History, and Social Studies, it is possible to offer a number of courses without special library arrangements other than those available through the college.

2. Any person qualified to profit by an extension course may be admitted to the classes for non-credit study. However, those who expect college credit for a course must meet regular admission requirements. Students will not be permitted to do extension work during regular attendance at any college.

3. Extension classes spend the same number of hours in recitation as are required for the same course taken in residence. No extension class may meet for more than sixteen hours in one week or four hours in one day.

4. Extension classes are organized upon proper petition. Any teacher, principal, or superintendent may petition for an extension class, provided he has secured the signatures of not less than twenty qualified persons who join in the request for the same course. Blanks for signatures may be secured from your county superintendent or from the Extension Division. Before mailing the petition to the Extension Division, the prospective class members should make sure that they can provide a suitable classroom, with lights and heat to be furnished without cost to the college.

5. The registration fee for extension is \$2.00 per quarter hour in undergraduate courses and \$5.00 per quarter hour in graduate courses. Students who enroll in graduate classes are required to pay the graduate matriculation fee of \$10.00 unless they have previously done so.

6. The Mississippi Southern College Bookstore will sell or rent the books to students taking extension work. The rental fee is \$1.50 per book.



7. No student may register in any extension course after the second meeting. All fees are to be paid not later than the second meeting of the course.

8. Fees are not transferable and are not returnable after the second regular meeting of the class.

### **AUDIO-VISUAL LIBRARY**

Recognizing a need for audio-visual services in the State, Mississippi Southern College has established an Audio-Visual Library on the campus. Activities of the library include: a film service for Mississippi schools, a program for the use of audio-visual materials in college classes, and courses in audio-visual education taught both on and off campus.

The library is prepared to assist local schools in setting up a program for the use of audio-visual materials; and to assist, through in-service and pre-service training, in the interpretation of the values derived from the use of audio-visual instructional aids in education.

The film collection of the Audio-Visual Library comprises over 1000 reels of educational subjects. The collection represents college-owned films and films deposited by members of the South Mississippi Educational Film Association. Through a cooperative agreement member schools buy a specified number of films, based on enrollment, which permits the use of a like number of films each week from the total collection of the film library. Thus, an educational film service is provided for the schools of Mississippi at a fractional part of rental charges customary with commercial film libraries. This cooperative film service has been in operation for a period of three years with success which indicates a permanent functioning organization.

Any school interested in the services of the South Mississippi Educational Film Association should write to the Director, Audio-Visual Library, Division of Extension, Mississippi Southern College, for information.

### **PLACEMENT BUREAU**

Mississippi Southern College maintains a Placement Bureau to help graduates and students secure positions and to assist school officials and business concerns in finding teachers and employees.

Due to so many men being called into the armed services, it is expected that a great number of requests will be received for employees in government and business as well as for teachers and school administrators. Those who have not definitely secured positions are urged to file applications with the Placement Bureau early in the session.

A full-time placement director has been employed to carry on the work of placement and everything possible will be done to assist applicants in finding good positions. There is no charge for this service.

### **HIGH SCHOOL CORRESPONDENCE**

Mississippi Southern College, in cooperation with the State High School Accrediting Commission, established a Department of High School Correspondence in 1946. The specific aims of this department are varied; but the primary purposes are, (1) To provide opportunity for further study to those for whom it is inconvenient to attend regular school, (2) To expand the high school curriculum, (3) To provide courses meeting specific college entrance requirements.

For further information, please write the Department of High School Correspondence, Mississippi Southern College, Hattiesburg, Mississippi.

## CORRESPONDENCE STUDY

### GENERAL REGULATIONS

1. The matriculation fee for a correspondence course is \$4.00 per quarter hour. Thus, the fee for a four hour course is \$16.00, for a three hour course \$12.00, and for a two hour course \$8.00.

2. Textbooks may be ordered by the students from the college bookstore or from the publishers whose names and addresses are listed on the first assignment sheet. The Mississippi Southern College Bookstore will sell or rent the books to students taking correspondence courses. The rental fee is \$1.50 per book for a three-month period. Any correspondence about books should be addressed to the Mississippi Southern College Bookstore, Station A, Hattiesburg and NOT to the Extension Division.

3. Fees are not returnable after lesson assignments have gone out of the correspondence office. Fees are not transferable.

4. If credit is desired, the student must meet the usual college entrance requirements and the course prerequisites. Only those courses numbered below one hundred are open to students of freshman or sophomore rank.

Freshman courses are numbered 1 through 49.

Sophomore courses are numbered 50 through 99.

Junior courses are numbered 100 through 149.

Senior courses are numbered 150 through 199.

Graduate courses are numbered above 500, and are not offered by correspondence.

5. No more than forty-eight quarter hours earned in extension and correspondence may be counted toward a degree from Mississippi Southern College. All of the forty-eight hours may be earned by extension or all of the forty-eight hours may be by correspondence or in any combination of the two as long as the total is not more than forty-eight quarter hours.

6. Students seeking enrollment for correspondence study courses are required to fill out an application blank for each course desired. A student should not enroll for more than one course at a time.

7. The maximum time for the completion of a four hour course (twenty-four lessons) is one year from the date of acceptance of the application. For reasons considered adequate by the Extension Division this time may be extended one time for three months upon payment of a fee of \$3.00. Applications for extension of time should be accompanied by the fee for such extension. No such application can be considered unless received before the date of expiration of the course.

8. The minimum time for the completion of a course is one month from the date of beginning work, provided assignments are sent in two or three at a time at regular intervals proportionately spaced over the minimum time.

9. Students will not be permitted to rush through correspondence courses. Lessons should be carefully prepared and the student should not apply for the final examination until he is adequately prepared to take it.

10. No work may be done by correspondence while a student is in attendance at any institution of learning unless he has written permission of the dean of his college. It must be understood that if correspondence is allowed while in residence, it becomes a part of the student's load for the quarter, and this work must be completed within that quarter. Examinations on a course must be taken during the time of the regular examinations for the quarter.

11. Teachers in service will not be allowed to complete more than four quarter hours per quarter. Correspondence work and extension may be taken at the same time if the rule that no more than four quarter hours may be taken in any one quarter is observed.

12. As the lessons are completed, the student mails or brings them to the Extension Division for correction by the instructor.

13. Credit will not be allowed when there is evidence that unfair assistance has been obtained either on the lessons or the final examination.

14. Two persons from the same school community or the same family are requested not to register for the same course because persons taking correspondence courses are not to work together.

15. The examination is to be taken under the supervision of a city or county superintendent of education and without the use of notes or the textbook.

16. Correspondence courses may not be taken to remove failing grades received in campus courses without the written approval of the Dean.

17. The Correspondence Department is not responsible for lessons lost in the mail due to insufficient postage or otherwise.

#### **RULES FOR PREPARATION OF ASSIGNMENTS**

1. Use 8½x11 light weight typing paper. Envelopes addressed to the Division of Extension are sent with the outline of the course. The lessons must be mailed in these envelopes, three or more assignments to an envelope.

2. In preparing the recitation, observe carefully the following rules:

a. Write on one side of paper only.

b. Write with ink or use typewriter.

c. Leave a margin of one inch on the left side of the paper.

3. Write your name and address, the name of the course, and number of the recitation paper at the top of the first page of each lesson.

4. Do not include any letters with lessons. All business and other communications must be written on a separate sheet and mailed in a separate envelope. We are not responsible for any delay caused by letters being enclosed in assignments.

5. At the end of the course, return all assignment sheets together with the last lesson.

#### **MAILING OF LESSONS**

1. In the upper left corner of the envelope addressed "Department of Extension", in which the recitation paper is enclosed, write your full name and address.

2. In the lower left corner of the envelope, write the name of the course and numbers of the assignments.

3. Have your lessons weighed before mailing; be sure there is enough postage on them. When the postage is insufficient, the lessons will not be accepted by the Extension Division until full postage has been paid.

#### **EXAMINATION INSTRUCTIONS**

1. The lesson assignments are intended to assist the student in preparation for the examination.



2. Upon completion of the assignments the student must immediately make arrangements with the Correspondence Department for the examination. Request for examination must not be enclosed with lesson assignments, but must be mailed in a separate envelope.

3. Final examinations are held either by regular instructors of Mississippi Southern College, instructors in other institutions of higher learning, county superintendents, or superintendents of independent districts selected by the student and approved by the Director of Correspondence. A student may defer examination on a completed course until he enters the college for residence work in which case the examination must be taken within one week after the student registers. Permission to so defer should be requested in writing.

4. A student may not spend more than three hours on the examination.

5. Before beginning the examination all books and papers must be removed from the desk except the examination papers.

6. The student must use ink when writing the examination.

7. No second examination will be given.

8. Students who are taking a course to remove failing grade received in a campus course may be required to come to the campus for the final examination.

## DESCRIPTION OF COURSES OFFERED BY CORRESPONDENCE

### COMMERCE

MR. HARLAN

#### 55—PRINCIPLES OF ECONOMICS. Four hours.

A study of the fundamental principles of economics underlying the present economic organization. The laws governing the consumption, the production, the distribution, and the exchange of wealth with attention to the problems of monopoly, nature of human wants, and business organizations. A practical course for rural communities.

Textbook: *ECONOMIC PRINCIPLES, PROBLEMS, AND POLICIES* by William H. Kieckhefer, 3rd edition, D. Appleton Century Co., New York, N. Y., 1946.

#### 107—ECONOMICS OF CONSUMPTION. Four hours.

The objectives of this course are to give the student an understanding of the economic principles or laws that govern consumption and to present facts relating to American standards of living and consumption habits. Some of the topics treated are the definition of consumption; laws or principles of consumption; relation of consumption to production; harmful, wasteful, creative and productive consumer demand; standards of living; consumption habits; consumption controls; government regulations; consumer education; consumer and producer cooperatives.

Textbook: *ECONOMICS FOR CONSUMERS* by Leland J. Gordan, 2nd edition, American Book Co., Atlanta, Ga.

#### 134 (130)—SALESMANSHIP. Four hours.

This is a study of sales tactics and methods, giving consideration to the psychology of selling, buying motives, preparations of sales, prospecting, equipment, canvass, securing an interview, approach, demonstration, objections, closing, types of customers, qualifications of salesmen.

Textbook: *SALESMANSHIP* by Fernald, Prentice Hall, Inc., 70 Fifth Ave., New York, N. Y.

#### 166 (115)—BUSINESS LAW I. Four hours.

Fundamental principles of law most frequently involved in business transactions, including contracts, sales partnerships, master and servant, principal and agent, corporation, negotiable instruments, property, bailments, and common carriers, with the view of enabling business men to avoid litigation.

Textbook: *BUSINESS LAW* by Pomeroy, Southwestern Publishing Co., New York, N. Y.

#### 167 (120)—BUSINESS LAW II. Four hours.

A study of the principles of law that apply to bailor and bailee, carriers and shippers or passengers, vendor and vendee, mortgagor and mortgagee, landlord and tenant; the relation of partners; corporations and stockholders; property; deeds of conveyance.

Textbook: *BUSINESS LAW* by Pomeroy, Southwestern Publishing Co., New York, N. Y.

### EDUCATION

Dr. Bigelow, Dr. Borroughs, Dr. Dowell, Mr. Durkee, Dr. Landskov,  
Dr. Miller, Dr. Oliver, Dr. Pellettieri

#### 20—INTRODUCTION TO EDUCATION. Four hours.

Primarily for Freshmen.

An orientation course. Its purpose is two-fold: 1. To introduce students to the different phases of education and psychology, and to prepare

them for specialized courses which are to follow. 2. To help students decide in what field they would like to work.

Textbook: **EDUCATION IN A DEMOCRACY**, Third Edition by Alonzo F. Myers and Clarence O. Williams, Prentice-Hall, Inc., New York, N. Y., 1947.

#### 66—THE MODERN ELEMENTARY SCHOOL. Four hours.

Consideration is given to school organization, equipment, and to the curriculum; materials and methods in the elementary school; the making of a daily schedule; new type school reports; and the personality of the teacher as a factor in success.

Textbooks: 1. Lane, Robert Hill, **THE PROGRESSIVE ELEMENTARY SCHOOL**, Houghton-Mifflin Co., Atlanta, Ga., 1938. 2. Caswell, Hollis L., and Foshay, A. W., **EDUCATION IN THE ELEMENTARY SCHOOL**, Second Edition, American Book Co., Atlanta, Ga., 1950.

#### 101—ARITHMETIC IN THE ELEMENTARY SCHOOL. Four hours.

This is a beginning course in teaching arithmetic for those students who expect to teach in the elementary school. Special attention is given to the problem of developing an understanding of numbers, teaching the basic combinations and the efficient use of arithmetic textbooks and workbooks.

Textbooks: **TEACHING ARITHMETIC IN ELEMENTARY GRADES** by Robert Morton, Revised Edition, published by Silver, Burdett and Co., Chicago, Illinois. Book I is for education 101<sup>1</sup>; Book II is for education 101<sup>2</sup>.

#### 107—READING AND ENGLISH IN LOWER ELEMENTARY GRADES. Four hours.

The first half of the course deals with basic reading problems in primary grades, reading readiness, initial instruction in book reading, vocabulary and word recognition techniques; reading interests and tastes and the appraisal of reading abilities. The second half of the course is given to the aims and problems of English in primary grades; the creative aspect of English, the value of dramatization in teaching English; sentence structure; and the elimination of errors of speech. Special emphasis on spoken English and activities for writing English in those grades.

Textbooks: 1. **TEACHING THE CHILD TO READ** by Bond and Bond, Macmillan Co., Atlanta, Ga.; 2. **FORTY-THIRD YEARBOOK**, National Society for the Study of Education, Part II. **Teaching Language in the Elementary School**. University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 3. **GUIDING CHILDREN'S READING THROUGH EXPERIENCES**, by Gans, Bureau of Publications, Teachers College, Columbia University, 1941. 4. **HANDBOOK ON THE TEACHING OF ENGLISH**, by Miss Emily Jones, Mississippi Southern College, Hattiesburg, Miss. (Textbooks may be purchased or they may be rented from the Mississippi Southern College Bookstore. If the books are rented, the cost of rental for the four books will be \$4.65).

#### 109—THE TEACHING OF READING IN THE UPPER ELEMENTARY GRADES. Four hours.

The purpose of this course is to acquaint the student with current practices and materials of instruction on the upper grade level in the elementary school. Topics which receive consideration: present practices in teaching reading; the nature of reading; the reading process in the subject matter fields; weakness in school reading programs which are productive of failure; improvement of reading in the school as a whole; special reading groups; oral and silent reading; the use of tests in the reading program and planning a well-balanced program for the public school.

Textbooks: **PROBLEMS IN THE IMPROVEMENT OF READING** by McCullough, Strong and Traxler, McGraw-Hill Book Co., New York, N. Y., and **BETTER ADVANCED READING** by Stone, Webster Publishing Co., St. Louis, Mo.

#### 113—PRINCIPLES OF TEACHING IN HIGH SCHOOL. Four hours.

Prerequisite: Psychology 119 or equivalent.

The aims of secondary education, motivation and direction of learning, types of learning in the secondary school, organization of materials of in-

struction, and teaching techniques. Considerable emphasis is placed on the role of the teacher in the guidance program.

Textbook: *THE GUIDANCE OF LEARNING ACTIVITIES* by William H. Burton, D. Appleton Century Co., New York, N. Y., 1944.

### **128—HISTORICAL FOUNDATIONS OF AMERICAN EDUCATION.** Four hours.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social, economic, and political facts of American history.

Textbook: *HISTORY OF AMERICAN EDUCATION* by Stuart G. Noble, Rinehart & Co., Inc., New York, 1938.

### **143—METHODS AND MATERIALS IN THE ELEMENTARY GRADES.** Four hours.

The aim of this course is to study critically and fundamentally the methods of instruction in the different elementary subjects. Attention will be concentrated upon approved techniques in the light of research in the following fields: language arts, social science, number relationships, handwriting and spelling. Observation of demonstration teaching will be made an integral part of the study of each field in the Demonstration School and in the Reading Clinic.

Textbook: *ELEMENTARY SCHOOL SUBJECTS* by Cole, Rinehart and Co., New York, N. Y.

### **162—CURRICULUM OF THE SECONDARY SCHOOL.** Two hours.

The historical background necessary for an understanding of the present day curriculum, its meaning and scope; resources for curriculum development; issues; experimental practices with integrated, functional, and core curriculum.

Textbook: *DEVELOPING THE SECONDARY SCHOOL CURRICULUM* by J. Paul Leonard, Rinehart & Co., New York, 1946.

### **163—LABORATORY PROBLEMS IN CURRICULUM CONSTRUCTION.** Two hours.

A study of specific trends and considerations in the subject-matter divisions of the high school curriculum. This course normally follows Education 162, but the order may be reversed if it better meets the convenience of the student.

Textbook: *THE HIGH SCHOOL CURRICULUM* by H. R. Douglass, Ronald Press Co., New York, 1947.

### **169—TESTS AND MEASUREMENTS.** Four hours.

This course is for Seniors only.

Prerequisites: Psychology 116 or 119 or equivalent, and Education 113 or 101-103.

A study of certain typical standardized intelligence tests, the organization and use of informal objective tests, diagnosis and remedial measures. A project in testing will be a part of this course, but in case the student cannot carry on a testing experiment, a study of tests may be substituted.

Textbook: *TESTS AND MEASUREMENTS IN THE IMPROVEMENT OF LEARNING* by Ernest W. Tiegs, Houghton Mifflin Co., Atlanta, Ga., 1939.

## **ENGLISH**

Dr. Young

Miss Webb

### **76—ROMANTIC WORLD LITERATURE.** Four hours.

Selected readings in Western romantic literature from the first through



the nineteenth centuries. Emphasis is upon the major English romantic poets and a Shakespearean tragedy.

Prerequisites: English 25, 26, and 27.

Textbooks: Hibbard, Addison, *WRITERS OF THE WESTERN WORLD*, New York: Houghton Mifflin Co., 1942; and Benet, William Rose, *THE READER'S ENCYCLOPEDIA*, New York: Thomas Y. Crowell Co., 1948.

#### 80—SURVEY OF AMERICAN LITERATURE. Four hours.

A survey of American literature from Franklin to the present, with major emphasis upon the more important writers and their contributions to American culture.

Prerequisites: English 25, 26, and 27.

Textbooks: *AMERICAN ISSUES* in two volumes. Willard Thorp, Merle Curti, and Carlos Baker, New York: J. B. Lippincott Co., 1944. Volume I: *THE SOCIAL RECORD* and Volume II: *THE LITERARY RECORD*.

### GEOGRAPHY

Dr. Hall

Miss Bolton

#### 110—GEOGRAPHY OF THE UNITED STATES AND CANADA. Four hours.

Open to sophomores, juniors, and seniors.

Textbook: *NORTH AMERICA* by J. Russell Smith, Harcourt, Brace and Co., New York, N. Y.

#### 118—GEOGRAPHY OF SOUTH AMERICA, MEXICO, AND THE CARIBBEAN COUNTRIES. Four hours.

A study of Latin America intended to acquaint the student with the geography of regions differing from his own in many respects.

Open to sophomores, juniors, and seniors.

Textbooks: *ECONOMIC GEOGRAPHY OF SOUTH AMERICA* by Whitbeck, McGraw-Hill Book Co., New York, N. Y., and *NORTH AMERICA* by J. Russell Smith, Harcourt, Brace and Co., New York, N. Y.

#### 145—ADVANCED ECONOMIC AND COMMERCIAL GEOGRAPHY. Four hours.

After a brief survey of geographic principles, the study deals with the leading commodities of world trade, their sources and exchange, and a short description of the countries that enter into this trade.

Textbook: *ECONOMIC GEOGRAPHY* by Klimm, Starkey & Hall, Harcourt, Brace & Co., New York.

### GOVERNMENT

Miss Jackson

Dr. Wilber

#### 25—AMERICAN GOVERNMENT. Four hours.

This course offers a study of the Federal Government.

Textbook: *AMERICAN GOVERNMENT AND POLITICS* by Charles A. Beard, Macmillan Co., New York, N. Y., 10th edition.

#### 130—STATE GOVERNMENT. Four hours.

This course outlines the organization and problems of state government in the United States. The different forms of local government are discussed as parts of the state governmental organization rather than as independent institutions. Specific application will be made to the conditions existing in Mississippi, in trying to obtain a true picture of our own state government.

Textbook: *STATE GOVERNMENT AND ADMINISTRATION* by MacDonald, Thomas Y. Crowell Co., New York, N. Y., 1945 edition.



## HEALTH

Dr. Lowrey

Dr. McCarver

Mr. Switzer

### 27—COMMUNITY HYGIENE. Four hours.

Hygienic measures pertaining to the school and the community.

Textbook: PERSONAL AND COMMUNITY HYGIENE by Smiley and Gould, Macmillan Co., New York, N. Y.

### 79—PERSONAL HYGIENE. Four hours.

Textbook: PERSONAL AND COMMUNITY HYGIENE by Smiley and Gould, Macmillan Co., New York, N. Y.

### 125—PROBLEMS OF CHILD HEALTH. Four hours.

Personal health of the child with emphasis on problems of growth.

Textbook: CHILD DEVELOPMENT by Breckenridge and Vincent, W. B. Saunders Co., Philadelphia, Pa.

## HISTORY

Dr. Davis, Dr. Fortune, Mr. Gonzales, Miss Jackson

Dr. Vinnedge, Dr. Wilber

### 27—WORLD CIVILIZATION, 5000 B. C. TO 1500 A. D. Four hours.

This course is intended as a survey of world civilization from pre-historic times to 1500 A. D. The main purpose will be to study the trends in the history of the world with particular emphasis on their relation to present day living. While retaining politics as the most obvious strand in the development of human affairs considerably more emphasis than is customary will be placed upon art, science, economics, religion, and thought.

Textbook: Wallbank, T. W., and Taylor, A. M., CIVILIZATION PAST AND PRESENT, Volume 1, Scott, Foresman & Co., Chicago, Ill.

### 28—WORLD CIVILIZATION SINCE 1500 A. D. Four hours.

This course is a continuation of History 27. It covers a time span of approximately the last 300 years. One-half of the work will be devoted to a study of the momentous days of the 20th century with its two great conflicts. Special emphasis will be placed on current events. The same approach to history employed in History 27 will be applied here.

Textbook: Wallbank, T. W., and Taylor, A. M., CIVILIZATION PAST AND PRESENT Volume 2, Scott, Foresman & Co., Chicago, Ill.

### 61—AMERICAN HISTORY TO 1844. Four hours.

This course is designed to give the student a survey of our political, social, and economic history to 1844.

Textbook: THE FEDERAL UNION by John D. Hicks, Houghton Mifflin Co., Atlanta, Ga.

Supplementary book: Either THE YOUNG JEFFERSON by Bowers, Houghton Mifflin Co., Atlanta, Ga., or COLONIAL FOLKWAYS by Andrews, Chronicles of American Series, Yale University Press, New Haven, Conn.

### 62—AMERICAN HISTORY, 1844 TO 1896. Four hours.

A continuation of History 61 beginning with 1844 and going through Cleveland's second administration.

Textbooks: THE FEDERAL UNION by John D. Hicks and THE AMERICAN NATION by John D. Hicks, Houghton Mifflin Co., Atlanta, Ga.

### 63—AMERICAN HISTORY SINCE 1896. Four hours.

A continuation of History 62. This course begins with the McKinley administration and brings the survey down to the present.

Textbook: THE AMERICAN NATION by John D. Hicks, Houghton Mifflin Co., Atlanta, Ga.

Supplementary book: THE AUTOBIOGRAPHY OF WILLIAM ALLEN WHITE, Macmillan Co., New York, N. Y.

**125—METHODS OF TEACHING THE SOCIAL STUDIES.** Four hours.

A study of the following as they would be adapted to the social studies: (1) principal methods of teaching, (2) application of psychological principles to teaching, (3) methods of selecting content, (4) materials available for teaching.

Textbook: Bining, Arthur C., and Bining, David H., TEACHING THE SOCIAL STUDIES IN SECONDARY SCHOOLS, McGraw-Hill Book Co., Inc., New York, N. Y.

**129—RECENT AMERICAN FOREIGN RELATIONS.** Four hours.

A continuation of History 128. Covers the period from 1898 to the present. Special emphasis is given to imperialism, the World War, the League of Nations, and the World Court as they affect the United States.

Textbook: A DIPLOMATIC HISTORY OF THE AMERICAN PEOPLE by Thomas A. Bailey, F. S. Crofts and Co., 101 Fifth Ave., New York, N. Y.

**138 (Formerly 185)—HISTORY OF THE OLD SOUTH.** Four hours.

A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention given to slavery, life on the plantation, manners and customs.

Textbooks: THE OLD SOUTH by R. S. Cotterill, Arthur H. Clark and Co., Glendale, Calif., 1936 edition; A GENTLEMAN OF THE OLD NATCHEZ REGION: BENJAMIN L. C. WAILES by Charles S. Snyder, Duke University Press, Durham, N. C.; and LIFE AND LABOR IN THE OLD SOUTH by U. B. Phillips, Little Brown and Co., Boston, Mass.

**140—CIVIL WAR AND RECONSTRUCTION.** Four hours.

An intensive study of the period 1861-1876.

Textbook: THE CIVIL WAR AND RECONSTRUCTION by J. G. Randall, D. C. Heath and Co., Atlanta, Ga.

**166—(Formerly 176)—REFORMATION AND REVOLUTION.** Four hours.

An advanced course in European history covering generally the period from 1500 to 1815 with particular stress on the Lutheran revolt, the Counter-Reformation, the Religious Wars, the French Revolution, and the Napoleonic regime.

Textbook: Ergang, EUROPE FROM THE RENAISSANCE TO WATERLOO, Atlanta, D. C. Heath & Co.

**170—(Formerly 177)—RECENT EUROPEAN HISTORY.** Four hours.

A study of the period from 1918 to the present.

Textbook: Bennis F. Lee, EUROPE SINCE 1914, New York, F. S. Crofts.

## MATHEMATICS

Mr. Van Hook

Mr. Thomas

Mr. Leone

Miss Felder

**21—COLLEGE ARITHMETIC.** Four hours.

Textbook: BUSINESS ARITHMETIC FOR COLLEGE STUDENTS by Schlauch, Crofts Co., New York, 1947.

**31—COLLEGE ALGEBRA.** Four hours.

A first course in college algebra.

Textbook: COLLEGE ALGEBRA by Rees and Sparks, McGraw-Hill Book Co., New York, N. Y., 1945.

**32—COLLEGE ALGEBRA.** Four hours.

A second course in college algebra and continuation of 31.

Textbook: COLLEGE ALGEBRA by Rietz and Crathorne, Henry Holt & Co., New York.

**35—PLANE TRIGONOMETRY.** Four hours.

Textbook: PLANE AND SPHERICAL TRIGONOMETRY by Paul A. Rider, Macmillan Co., New York, N. Y., 1942.

**75—ANALYTIC GEOMETRY.** Four hours.

Prerequisite: Mathematics 35.

Textbook: ANALYTIC GEOMETRY by Clyde E. Love, Macmillan Co., New York, N. Y., 1948.

**76—ANALYTIC GEOMETRY.** Four hours.

Prerequisite: Mathematics 75. This is a continuation of 75.

Textbook: ANALYTIC GEOMETRY by Clyde E. Love, Macmillan Co., New York, N. Y., 1948.

**131—THE TEACHING OF HIGH SCHOOL MATHEMATICS.** Four hours.

This course should be taken after the student has finished as much as is possible of his training in mathematics. This course is designed to give the student some knowledge of the foundation on which mathematics is built, the aims and purposes of teaching it in the high school, curriculum problems, the organization and presentation of subject matter, methods of teaching, and methods of testing.

Textbook: THE TEACHING OF SECONDARY MATHEMATICS by Butler and Wren, first edition, McGraw-Hill Book Co., New York., N. Y.

**138—THE HISTORY OF MATHEMATICS.** Four hours.

Textbook: A SHORT HISTORY OF MATHEMATICS by Sanford, Houghton Mifflin Co., Atlanta, Ga.

**PHYSICAL EDUCATION**

Dr. Milam

Miss Watkins

Mr. Floyd

Mr. Stuart

**56—HISTORY OF PHYSICAL EDUCATION.** Two hours.

A study of physical education from the days of primitive man to the present.

Textbook: A BRIEF HISTORY OF PHYSICAL EDUCATION by E. A. Rice, Revised edition, A. S. Barnes and Co., New York, 1939.

**70—INTRODUCTION TO PHYSICAL EDUCATION.** Four hours.

Textbook: INTRODUCTION TO PHYSICAL EDUCATION by Jackson R. Sharmon, A. S. Barnes and Co., 67 W. 44th St., New York, N. Y.

**100B—COACHING OF BASKETBALL.** Two hours.

Textbook: CHAMPIONSHIP BASKETBALL by Adolph Rupp, Prentice-Hall Co., 70 50th Avenue, New York, 1948.

**100C—COACHING OF BASEBALL.** Two hours.

Textbook: BASEBALL by John W. "Jack" Coombs, Second Edition, Prentice-Hall, Inc., New York.

**151—PHYSICAL EDUCATION IN THE HIGH SCHOOL.** Four hours.

Textbook: METHODS IN PHYSICAL EDUCATION by Kozman, Cassidy and Jackson, W. B. Saunders Co., Philadelphia, Pa.

**190—ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION.** Four hours.

A study of the scope of the program and related administrative problems.

Textbook: ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION by Williams and Brownell, W. B. Saunders and Co., Philadelphia, Pa.

## PSYCHOLOGY

Dr. Burns, Mr. Congleton, Mr. Moore, Dr. Pellettieri  
Dr. Sumrall

### 65—ELEMENTARY PSYCHOLOGY. Four hours.

A course in which the customary topics of adult human psychology are studied. Readings and discussions. A core requirement for all degrees.

Textbook: PSYCHOLOGY AND LIFE, 3rd Edition by Floyd L. Ruch, Scott, Foresman and Co., Atlanta, Ga., 1948 edition.

### 116—CHILD GROWTH AND DEVELOPMENT. Four hours.

Prerequisite: Psychology 65.

A course which studies the child from birth through the elementary school period, with attention to the principles of development of behavior. Consideration will be given to the preparation of clinical studies of individual children.

Textbook: PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE, by Luella Cole, and John J. B. Morgan, Rinehart & Co., New York, 1947.

### 119—EDUCATIONAL PSYCHOLOGY FOR HIGH SCHOOL TEACHERS. Four hours.

Prerequisite: Psychology 65.

This course covers the general principles of psychology as applied to the education of high school pupils.

Textbooks: EDUCATIONAL PSYCHOLOGY by Mursell, W. W. Norton and Co., New York, and PSYCHOLOGY OF ADOLESCENCE by Luella Cole, Farrar and Rinehart, Inc., New York, N. Y., 1948 edition.

### 132—ADOLESCENT GROWTH AND DEVELOPMENT. Four hours.

Prerequisite: Psychology 65.

A continuation of Child Growth and Development, with emphasis on the adolescent. A study of background experiences, intra-extra curricular activities, leading to a better understanding of the youth in the home, school, social group and community. Case studies of individual children will receive treatment.

Textbook: PSYCHOLOGY OF ADOLESCENCE, 3rd edition, by Cole, Luella. Rinehart & Co., Inc., New York, 1948.

### 137—MENTAL HYGIENE. Four hours.

Considers the fundamental principles of a wholesome personality; the building of desirable attitudes; the control of the emotional factors involved in normal mental health and the prevention of abnormalities. Attention will be given to adjustment aspects.

Textbook: MENTAL HYGIENE by Mikesell, William H., Prentice-Hall, Inc., New York, 1939.

## SOCIOLOGY

Mr. Campbell

### 75—RURAL SOCIOLOGY. Four hours.

This course is a study of rural society; its people, structure, institutions, processes and relations to urban society.

Textbook: RURAL SOCIOLOGY by Lowry Nelson, American Book Co., Cincinnati, O.

### 128—CRIMINOLOGY. Four hours.

Prerequisite: Sociology 63 or 122 or consent of the instructor.

This course is a comprehensive treatment of crime, criminals, punish-



ments, and prisons. Special stress is laid on the history of our ideas on crime, criminals, and punishments and upon the methods whereby such ideas have been applied. A synthesis of existing knowledge and practices in the field supplies the basis for suggestions as to the desirable future reforms in the repression of crime and the treatment of criminals.

Textbook: *CRIMINOLOGY* by Barnes and Teeters, Prentice-Hall, Inc., New York, N. Y., 1945.

## SPEECH ARTS

Dr. Welsch

Mr. Wills

### 31A—ORAL COMMUNICATION. Four hours.

This course meets the core requirements in Speech for certification of teachers. It stresses the factors of thinking, listening, personality integration, and social interaction.

Textbooks: *SPEECH HANDBOOK* by Harry G. Barnes, Prentice-Hall, Inc., New York, N. Y.; and *PRINCIPLES OF SPEECH*, Brief Edition, by Alan H. Monroe, Scott, Foresman and Co., New York, N. Y.

NOTE: The final examination will be oral and will be given on the college campus in the Division of Speech Arts, at the written request of the student. Every student will be required to come to the campus for this examination.

### 106—HISTORY OF THE THEATRE. Four hours.

A survey of the growth of the theatre from ancient Greece to the present through development of the architecture, the stage, the theories of theatre; and through the outstanding dramatists.

Textbook: *THE THEATRE*, by Sheldon Cheney, Tudor Publishing, Co., New York, 1947.

### 131—INTRODUCTION TO SPEECH CORRECTION. Four hours.

Can well be entitled "Speech Correction for the Classroom Teacher". Emphasis is placed on articulatory defects. Required of majors in all speech fields. May be substituted for 31 by permission of the chairman of the Division of Speech Arts.

Textbooks: *SPEECH CORRECTION* by Van Riper, Prentice-Hall, New York, N. Y., *SPEECH HANDICAPPED CHILDREN* by Johnson, Brown, Curtis and others, Harper Brothers, New York, N. Y.



**MISSISSIPPI SOUTHERN COLLEGE**  
**DEPARTMENT OF EXTENSION**  
Hattiesburg, Miss.

Date \_\_\_\_\_

**APPLICATION FOR CORRESPONDENCE STUDY**

1. Your name { Miss \_\_\_\_\_  
                  { Mrs. \_\_\_\_\_  
                  { Mr. \_\_\_\_\_ } Date of Birth \_\_\_\_\_
- Race \_\_\_\_\_ Color \_\_\_\_\_
2. Mailing address \_\_\_\_\_ County \_\_\_\_\_  
Permanent home address \_\_\_\_\_ County \_\_\_\_\_
3. Name of course you desire \_\_\_\_\_  
Number \_\_\_\_\_ Credit Hours \_\_\_\_\_  
Have you at any time previously registered for this course? \_\_\_\_\_
4. Were you ever registered in M.S.C.? \_\_\_\_\_ Qr. Hr. Credits \_\_\_\_\_
5. Did you ever attend M.S.C. Summer School? \_\_\_\_\_ If so, what year \_\_\_\_\_
6. Have you taken correspondence work at M. S. C.? \_\_\_\_\_  
If so, when? \_\_\_\_\_ What courses \_\_\_\_\_
7. Under what name were you registered? \_\_\_\_\_
8. Are you a H. S. graduate? \_\_\_\_\_ If so, when? \_\_\_\_\_  
What school \_\_\_\_\_
9. Are your high school units filed at our Registrar's Office? \_\_\_\_\_
10. Have you any college credits? \_\_\_\_\_ If so, how many? \_\_\_\_\_  
What college? \_\_\_\_\_
11. For what certificate or degree are you working? \_\_\_\_\_
12. What course or courses have you had which you think may serve as pre-requisites to the course you here request? \_\_\_\_\_
13. Are you NOW taking work with ANY other college? \_\_\_\_\_  
If so, what work? \_\_\_\_\_ What college? \_\_\_\_\_
14. Have you ever taught school? \_\_\_\_\_ What years? \_\_\_\_\_  
Grades or subjects? \_\_\_\_\_
15. Are you now teaching? \_\_\_\_\_ If so, what school? \_\_\_\_\_  
What grade or subjects? \_\_\_\_\_
16. Amount herewith enclosed for fee (\$ \_\_\_\_\_). Send by Money Order only. Please give names of others who may be interested in correspondence or class extension work:

Name \_\_\_\_\_

Address \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

NOTE: 1—Duplicates of this blank will be sent upon request.  
2—Fees are not returnable after lesson assignments have gone out of correspondence office.



## BOOK ORDER FORM

Mail directly to Mississippi Southern College Bookstore,  
Station A, Hattiesburg, Mississippi

Date\_\_\_\_\_

Name (please print)\_\_\_\_\_

Street and Number\_\_\_\_\_

City\_\_\_\_\_ Zone\_\_\_\_\_ State\_\_\_\_\_

Please send C. O. D. the following books:

Author

Title

Edition

Correspondence course for which needed:\_\_\_\_\_

If available, send used books Yes ☐

No ☐

I prefer to: ☐ buy the books

(check one) ☐ rent them at \$1.50 per book

## BOOK ORDER FORM

Mail directly to Mississippi Southern College Bookstore,  
Station A, Hattiesburg, Mississippi

Date\_\_\_\_\_

Name (please print)\_\_\_\_\_

Street and Number\_\_\_\_\_

City\_\_\_\_\_ Zone\_\_\_\_\_ State\_\_\_\_\_

Please send C. O. D. the following books:

Author

Title

Edition

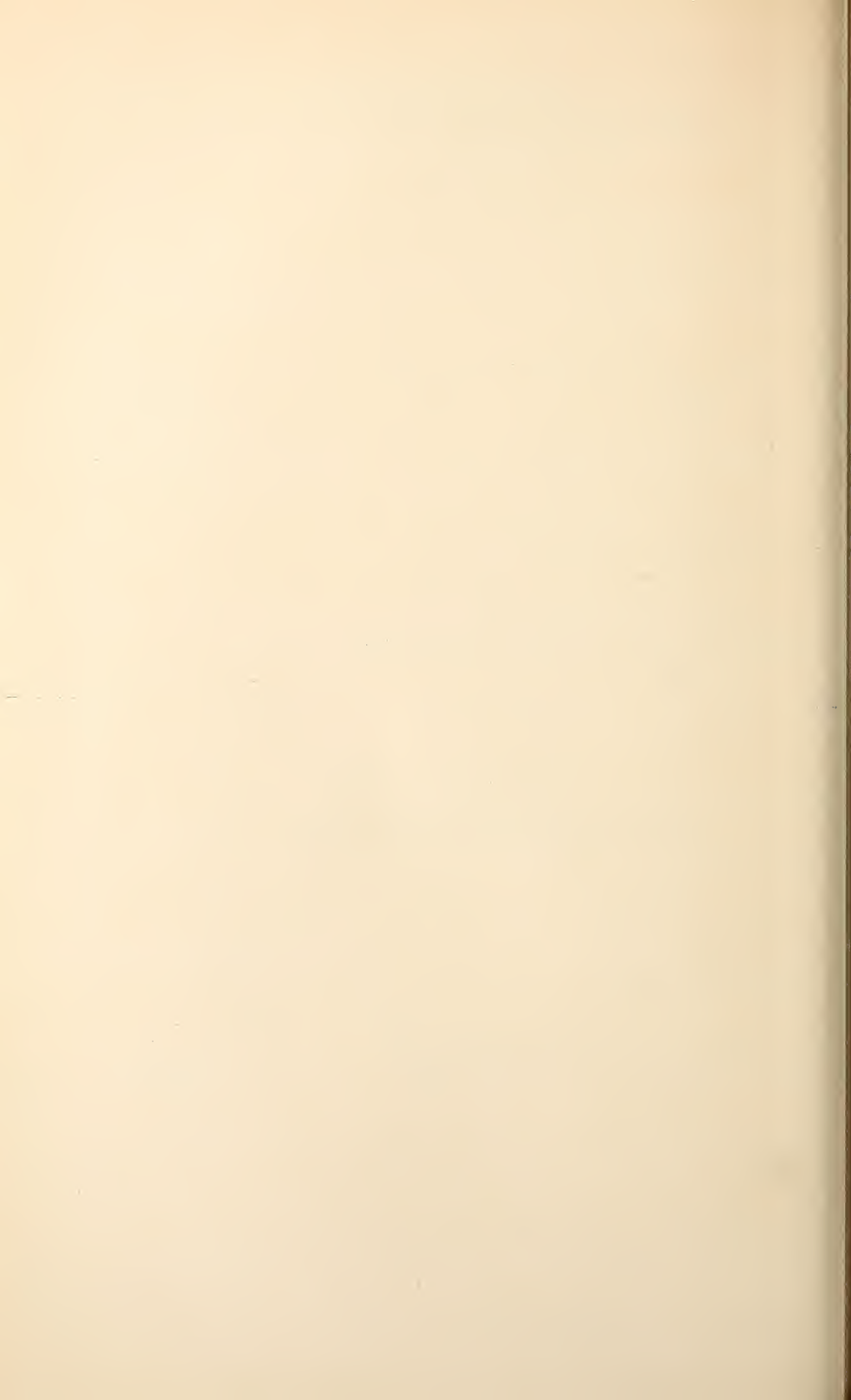
Correspondence course for which needed:\_\_\_\_\_

If available, send used books Yes ☐

No ☐

I prefer to: ☐ buy the books

(check one) ☐ rent them at \$1.50 per book



# MISSISSIPPI SOUTHERN COLLEGE

**"The Friendly College of South Mississippi"**

STATION A, HATTIESBURG, MISS.

Member of

**The Southern Association of Colleges and Secondary Schools  
The American Association of Colleges for Teacher  
Education. The National Association of  
Schools of Music. The American  
Council on Education.**

**LOCATION:** Mississippi Southern College is in the center of South Mississippi, conveniently located almost equidistant from Jackson, Meridian, Gulfport and McComb. The buildings are new, clean, and modern in a beautiful setting, with pine trees, water oaks, azaleas, camellias, a sunken garden and a tropical lagoon.

**COURSES OF INSTRUCTION:** Courses leading to the B.S., B.M., B.A., M.M., and the M.A. degrees are offered. Courses are offered in Education of Teachers, Science and Mathematics, Home Economics, Music and Art, Commerce and Business, Social Studies, Health and Physical Education, Language, English, Speech, Journalism, Industrial Arts, Library Science, Pre-Medicine, Pre-Law, Pre-Engineering and Medical Technician. Graduate courses are offered in Administration, Secondary Education, Elementary Education, Physical Education, and Music.

**OPPORTUNITIES FOR VETERANS:** Courses for Veterans are available in all of the college fields. An intensive course for Homemakers is offered. Opportunities for making up high school units will be given to Veterans.

**RECREATIONAL OPPORTUNITIES:** Concrete tennis courts, a swimming pool, a nine-hole golf course, a gymnasium, tours to New Orleans, deep sea fishing on the coast, lectures, dances and intra-mural sports are available for recreation.

**MEETING THE NEEDS OF TEACHERS AND SUPERINTENDENTS:** Teachers working on degrees may complete sixteen weeks of work by enrolling on April 23rd and continuing through the Summer Quarter. Courses in the elementary and secondary fields will be offered to both teachers and administrators. A Health Workshop and a Reading Clinic and many other workshops and conferences will be held during the Summer Quarter.



## COURSES OFFERED BY CORRESPONDENCE

### Commerce

- 55 Principles of Economics
- 107 Economics of Consumption
- 134 Salesmanship
- 166 Business Law I
- 167 Business Law II

### Education

- 20 Introduction to Education
- 66 The Modern Elementary School
- 101 Arithmetic in the Elementary Grades
- 107 Teaching of Reading and English in Lower Elementary Grades
- 109 Teaching of Reading in the Upper Elementary Grades
- 113 Principles of Teaching in High School
- 128 Historical Foundations of American Education
- 143 Methods and Materials in the Elementary Grades
- 162 Curriculum of the Secondary Schools
- 163 Laboratory Problems in Curriculum Construction
- 169 Tests and Measurements

### English

- 76 Romantic World Literature
- 80 Survey of American Literature

### Geography

- 110 Geography of United States and Canada
- 118 Geography of South America, Mexico and the Caribbean Countries
- 145 Advanced Economic and Commercial Geography

### Government

- 25 American Government
- 130 State Government

### Health

- 27 Community Hygiene
- 79 Personal Hygiene
- 125 Problems of Child Health

### History

- 27 World Civilization, 5000 B. C. to 1500 A. D.
- 28 World Civilization Since 1500 A. D.

- 61 American History to 1844
- 62 American History 1844 to 1896
- 63 American History Since 1896
- 125 Methods of Teaching the Social Studies
- 129 Recent American Foreign Relations
- 138 (Formerly 185) History of the Old South
- 140 Civil War and Reconstruction
- 166 (Formerly 176) Reformation and Revolution
- 170 (Formerly 177) Recent European History

### Mathematics

- 21 College Arithmetic
- 31 College Algebra
- 32 College Algebra
- 35 Plane Trigonometry
- 75 Analytic Geometry
- 76 Analytic Geometric
- 131 The Teaching of High School Mathematics
- 138 The History of Mathematics

### Physical Education

- 56 History of Physical Education
- 70 Introduction to Physical Education
- 100b Techniques in Coaching Varsity Basketball
- 100c Coaching of Baseball
- 151 Physical Education in the High School
- 190 Organization and Administration of Health and Physical Education

### Psychology

- 65 Elementary Psychology
- 116 Developmental Psychology
- 119 Educational Psychology for High School Teachers
- 132 Adolescent Growth and Development
- 137 Mental Hygiene

### Sociology

- 75 Rural Sociology
- 128 Criminology

### Speech Arts

- 31a Oral Communication
- 106 History of the Theatre
- 131 Introduction to Speech Correction